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The Playground



Winnebago County, Ill.

A NINE-FOOT CASTOR BEAN AND THE GIRL WHO GREW IT

The Playground

Published Monthly by the

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

1 Madison Avenue, New York City

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TABLE OF CONTENTS

	PAGE
Experiences in Recreation Work	91
The Holiday as a Builder of Citizenship, by <i>E. B. Mero</i>	101
Credo, by <i>Francis R. North</i>	102
Some Guiding Principles in Physical Education, by <i>Thomas D. Wood</i> , M. D.	104
Athletic Standards for Men and Boys, by <i>William Burdick, M. D.</i>	105
Home Gardening Directed by the School, by <i>Philander P. Claxton</i>	108
From the Year Book Letters.....	110
The Pageant of Saint Louis.....	114
The New Proctor Recreation Center.....	114
Book Reviews.....	114

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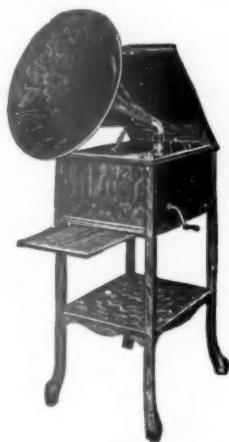
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VIEW TAKEN FROM REAR ON JUDGING DAY



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Number of Children, 48



Portland, Oregon

Woodlawn School Garden at Mid-Season. Winner of First Prize in Class
One. Area of Garden, Two Acres. Number of Children, 580



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WOODLAWN SCHOOL GARDEN, JUDGING DAY



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Woodstock School Garden at Planting Time. This Garden, in an Especially Hard Piece of Ground, Ranked Sixth in Class One—Large Gardens. Area, 160 x 140. Number of Children, 120



Portland, Oregon

JUDGING DAY AT WOODSTOCK GARDEN

EXPERIENCES IN RECREATION WORK

Department of Municipal Recreation

That the problem of the type of administration of systems of municipal recreation was not to be settled in a moment was pointed out by George W. Ehler, Director of the Department of Physical Education of the University of Wisconsin, at the Richmond Recreation Congress. Mr. Ehler remarked that in 1907 at the Chicago Congress the emphasis was upon the educational value of play, and, looking at recreation as a matter of playgrounds for children, with no idea that it would come to be so inclusive, all agreed that the board of education should conduct municipal playgrounds. Two years later at Rochester the park boards had taken a great stride in recreation work, and, recognizing the importance of both phases of the work, the committee appointed to report upon the best system of administration recommended a playground or recreation commission. About fifteen cities then had such commissions. To-day about forty cities are working under this system.

The Pendulum Swings

Now again since the importance of evening recreation centers is recognized and the school board has buildings available for these centers, many are advocating placing the recreation system under the school board. "It is desirable, however, to have one body, or department of the municipality whose business it is to correlate all that recreation that can be considered municipal and co-ordinate its activities with whatever special efforts are being made by special institutions to the end that there may not be a duplication of machinery and an increase of the overhead charge which may easily grow up where there are different plants capable of being used for the same thing.

"It seems to me the emphasis to be placed here is not so much upon a commission that shall represent the whole of the different interests, but, if recreation is an enterprise which the municipality should go into, if it is the business of the city to conserve efforts and funds generally for this purpose, it should be placed upon the same ground that practically every municipal department except the board of education is. My own judgment is that we are going to come back to the time when the municipality will run all its affairs and that the recreation commission

EXPERIENCES IN RECREATION WORK

will have the same relation as the other departments of the municipality. If that were the case, with its functions clearly defined, when it came to any matter of co-operation in which one department should refuse to co-operate with any other, there would be a definite and positive way in which decisions could be arrived at. And when, as under the volunteer system, this does not work and you cannot get at an agreement, there is one man who finally makes decisions, and that is the mayor. He makes the decision, and the work proceeds. Duplications and omissions can then be checked up easily. Eventually there will be a department of recreation just as there is a department in other branches of the municipality's activities. And having established that relationship then it can enter into relationships with anything in the city, public or private, and can promote any far-reaching plan of recreation that the city wishes to undertake.

In Any Case

"In conclusion, whatever is to be the final form of the organization or the method of administration, three things should be kept in mind in any city where these problems are being considered.

"First, make efficient any work that is being conducted at the present time. Do not be satisfied with poor work or inefficient workers or slipshod methods, waiting for a better form of organization.

"Second, each city presents a problem all its own that should be solved for the present in a way that shall involve the least amount of friction compatible with increased efficiency on the part of workers and facilities.

"Third, aim in all new developments and in all changes that may be necessary in the present work to so correlate and co-ordinate the various activities that they will fit into a department of recreation when such a department is organized."

How They Worked in Richmond

The first playgrounds in Richmond, Mr. L. McK. Judkins, of Richmond, said, were conducted by the Civic Improvement League for four years with the aim of achieving such results as would warrant the League in requesting the authorities to establish and maintain public playgrounds. When the request was made to the council by the League, with the co-operation of a number of other local bodies, a special committee of the council after

EXPERIENCES IN RECREATION WORK

long investigation recommended an expenditure of \$10,000 for playgrounds and athletic fields. Although this sum was reduced to \$7,300 before passing the council, it did pass and the first playground, under the jurisdiction of the council committee on grounds and buildings, was opened in 1909.

Mr. Judkins continued by narrating the Civic Improvement League's efforts to secure a playground commission. A bill, embodying the best features of the New Jersey and Massachusetts laws, made permissive, upon acceptance by the council, the establishment of a commission of three members, serving without pay, and an executive secretary. The council refused this measure and gradually reduced the appropriation until in 1912 it amounted to only \$2,500.

Studying the Situation

That year Richmond joined with other southern cities in arranging for one of the field secretaries of the Playground and Recreation Association of America to devote his time to the south. A local committee of about twenty men, known as the Committee on Recreation and Playgrounds, raised the funds for the work. The field secretary spent about ten weeks in preparing an intensive study, graphically portraying Richmond's needs and outlining a course of action, including the operation of two model playgrounds and five schoolyard grounds under supervision, requiring an appropriation of \$10,000.

Preparing for the Attack

The local committee appealed to every organization to help to get this appropriation and continued to appeal until every organization had appointed a delegate to the council hearing. The papers gave the widest publicity, and on the day of the meeting more than two hundred men and women, representing every educational and welfare organization in the city appeared. The meeting had to adjourn to the Council Chamber and even there many stood throughout the meeting. Each speaker had a specific topic and a time limit so that the plea was so forcibly presented that before the last speaker had been called it was apparent that unanimous approval would be given. Not resting only upon this first victory the committee kept up earnest work until the amount was written in the budget.

EXPERIENCES IN RECREATION WORK

And Richmond Had a System

A change in the city government had meantime placed the direction of the affairs of the city in the hands of an administrative board of five members. From the committee on recreation and playgrounds a sub-committee of three was appointed to confer with the administrative board regarding the expenditure of the appropriation. The suggestions of the committee were cordially received by the board and a committee of two of its members appointed to act with this sub-committee. This joint committee agreed on plans and upon a recreation secretary for year-round work—and at last Richmond had established a municipal recreation system.

Mr. Judkins felt sure that any city could secure a comprehensive recreation system just as Richmond has, provided there is present a strong conviction of the city's recreation needs and an absolute tenacity of purpose.

Early Endeavors in Princeton

Another city with an interesting recreation history is Princeton, New Jersey, whose progress was described by Mrs. Lorraine M. Warren, Head Worker in the Town Club. Mrs. Warren said that the Princeton population consisted of about 1,600 students, 400 Italians and about 1,500 colored people and a small remnant of townspeople; "on one side the caps and gowns, on the other the Italians, and behind them the colored population in the most terrible houses I have ever seen!" For three or four years before Mrs. Warren went to Princeton there had been an effort to have an organization which would reach the whole town but it seemed impossible—with townspeople out of sympathy with university people, and many of the organizations unable to work in harmony with one another. After many efforts to bring the various interests together had failed, Mrs. Warren was engaged to take hold of the problem. Her first effort was to make friends, to get acquainted and she "went around smiling at everybody." Though all who talked of the future to her said, "You cannot do it, you never can do anything that will bring more than three people in Princeton together with a common aim and interest," still they helped to plan a Christmas party.

EXPERIENCES IN RECREATION WORK

A Princeton Town Party Succeeds

Everybody was invited, the price of admission that each one should bring a Christmas present. The editor of a leading paper was to be Santa Claus and it was announced that if anyone did not like the present Santa Claus gave him he could return it and Santa Claus would re-distribute such presents. Fourteen patronesses were chosen, representing every possible interest in the city. One hundred and seventy-six people came, bringing the most ridiculous presents but everybody had a good time. They danced and had refreshments—and Princeton had had a "town party"!

Later work was opened up in the public schools, a Camp Fire Circle started and also a candy-making club, which sells its products through a drug store—a sort of "Women's Exchange." Some of the college men help as leaders of the boys' clubs, but Mrs. Warren said the example of others is often demoralizing to the young boys of the town, who "stand around with their hands in their pockets and try to look like college men. They imitate the college man as the one and only thing to do. They walk like him, talk like him and look like him—as far as they are able. And this is one of the strongest ideals to be set before college men—their influence over the boys in the community in which they attend college. The little Italian boy who kicks over signs is taking liberties which the college boy calls a prank when he himself indulges in the same exuberance of spirit."

Building up Neighborhood Work

Mrs. Warren said that their greatest interest at present was in work with Italians. Dr. van Dyke is building an Italian settlement house to be called "Dorothea House" as a memorial to his eldest daughter and it is hoped that a great work may be accomplished through this house. Thus far, they have not succeeded in getting the women to come. Out of an attendance of nearly three hundred at a recent concert only five were women.

In answer to Mrs. Warren's perplexity as to reaching Italian women, Miss Frances G. Curtis, of Boston, told of a group of Kansas City women who organized a Floral Guild, the members going through the Italian section taking flowers to the women. In this simple way a great work was started.

Mr. Bellamy, of Hiram House, Cleveland, gave it as his

EXPERIENCES IN RECREATION WORK

experience with Italians that the best way is to begin by doing personal work with individual families until you have won the confidence of enough families to "endorse" you, then they will come to your classes or entertainments. "We began with the younger members of the family whom we could reach through the public schools, and gradually worked our way into the confidence and esteem of the older members. There are a number of ways of interesting the mothers: go to see them; talk with them; let them tell you of their own work in Italy and show an interest in what they like. In this way, they will learn to believe in you and not only send their children but come themselves. You are not going to succeed in any work with Italians until you have gained the confidence of the family. Another way to the Italian's heart is through music, and, when all else fails, there is yet this never-failing attraction."

Miss Gertrude J. Spinning, from Summit, New Jersey, said: "I was working in an Italian school and, while I had no time for such individual work, I found that if we had an Italian speaker at entertainments and had the tickets and program printed in Italian, they would come, when perhaps they wouldn't if the printing was in English. We now have from fifty to sixty mothers who attend our meetings regularly."

The Best Way to Secure Attendance Demonstrated

Speaking of the recreation history of Waterbury, Connecticut, Mr. Eugene Kerner, of that city, told of the establishment of four playgrounds at a cost of \$1,000 each with no trained worker in charge. The movement seemed a total failure. Then the Associated Charities started a playground under a trained worker and soon had as many children on its one playground as the city had on its four. Soon people began to ask, "Why doesn't the city have more children on its playgrounds?" The lesson was learned and trained leadership instituted.

Training for Citizenship in the Playgrounds

Mr. Sidney Teller, of Chicago West Park No. 2, advocated a junior civic organization with its mayor, court, and other municipal officers. In this way by relating discussions to civic ideals, training in citizenship can be given. The boys of West Park No. 2 mapped out a program for a "sane Fourth"

EXPERIENCES IN RECREATION WORK

including an address by the Governor of the State—and secured him!

In speaking of other ways of developing citizenship, J. Herbert Wilson, of New Britain, Connecticut, spoke of the influence of hero-worship, remarking that it would have a tremendous influence on the play leader if he realized how often he served as a pattern of conduct for his boys.

Baltimore's Training for Workers

To secure the breadth of training for recreation workers necessary to meet such demands as these, Miss Mary B. Steuart, of the Children's Playground Association, Baltimore, Maryland, declared to be one of the great problems of recreation work. Baltimore has attempted to meet this problem by establishing a local training school, beginning with classes in a public school one evening a week for twelve weeks, with a tuition fee of one dollar. Now the school is open seven months with a two-year course including also work for graduates, two game classes for public school teachers, a colored section. Miss Steuart said the Children's Playground Association of Baltimore shared with other southern cities in the problem of securing and training colored play leaders. Most of their students come from a class that needs work financially and they have not drawn the private school and society girl who could do much both for her own comrades and those less favored of fortune should she take the needed training and enter the field of recreation.

Workers and Work in Swimming in New York City

Securing play leaders as swimming teachers for women and girls in the public baths of New York City has been easier since the organization of the National Women's Life Saving League which for a membership fee of \$1.50 teaches those who join to swim and also teaches life-saving, said Commodore W. E. Longfellow, General Superintendent of the United States Volunteer Life Saving Corps of New York City. The men instructors are taken from the United States Volunteer Life Saving Corps. The first lesson is all land work, giving the correct breast stroke and breathing. Then the pupils are instructed to plunge off their feet, breast deep, facing the shallow water, with eyes open, and exhaling. Many teachers do not go into the water at all. Often the pupils float or swim alone the first lesson, having had the preliminary land

EXPERIENCES IN RECREATION WORK

and water drill. Children taught by this system were saved in the Slocum Disaster when more than 900 perished. Following this, the city gave additional support to the Life Saving Corps and, in 1912, with an expenditure of \$3,000, with twelve women and twelve men supervisors, 3,000 children were taught to swim the length of the tank, while 5,000 others were improved, partly instructed, or taught life-saving methods.

There are more than thirty floating baths in New York City, two out-door swimming places in the open water, and five municipal plunges for year-round use. The sites belong to the Department of Docks and Ferries, approved by the Health Department, but they are under the jurisdiction of the Bureau of Baths of the Department of Public Buildings, from which permission must be obtained to use the baths.

National Forest "Swimming Holes"

"Swimming holes" and other recreation grounds will be provided in the Angeles National Forest, near Los Angeles, California, where a ten-acre tract will be set aside, if the plans of the Forestry Department of the United States are carried through, according to the statement of Mrs. Lovell White, of San Francisco. The city of Los Angeles will build dormitories, a big central dining-room and auditorium, tennis courts, baseball grounds, stock the streams with fish and throw the whole open to adults during the months children do not use it and to parties of campers for holidays, week-ends or longer periods throughout the year.

What Games Are Popular?

To stimulate the playing of good games whenever and wherever the opportunity arises is one of the important phases of the work of the Playground and Recreation Association of America, said the President, Joseph Lee, in reporting the votes cast indicating the popularity of certain games. Out of seventeen votes cast—

In Group 1. Games for smaller children

Relay Races	12	votes
Three Deep	10	"
Cross Tag	7	"
Puss in the corner	4	"

EXPERIENCES IN RECREATION WORK

<i>Indian Pull</i>	2 votes
<i>Hill dill</i>	1 "
<i>Ring toss and quoits</i>	0 "

Group 2. Games for middle-sized children

<i>Prisoners' base</i>	5 votes
<i>I spy and Run, Sheep, Run</i> (practically the same game).	4 "
<i>Stealing sticks and Duck on the rock</i> tied for third position with	3 "
<i>Trees</i>	1 "
<i>Tip Cat</i> —only one reference and that unfavorable	

Group 3. Games for middle-sized and big children

Dodge ball	12 votes
Volley ball	11 "
Playground ball	10 "
Soccer	7 "
Captain ball	6 "
Hockey and Shinney	5 "
Battle ball	1 "
Baseball with a football	0 "

"The comparatively large number of votes for games in this class is due I suppose partly to the fact that our playground leaders have hitherto paid more attention to them than to other kinds of games.

"Group 4. Street games

Kites, hop scotch and jump rope tied for first place with	6 votes
Marbles	5 "
Tops	3 "
Hoops	2 "

"There were not enough votes on the home games to indicate anything as to their popularity.

"The number of votes for *I spy and Run, sheep, run*, is interesting considering the impossibility of playing these games on a playground, and indicates the popularity of these games, owing

EXPERIENCES IN RECREATION WORK

to their appeal to the raiding or harrying impulse. It is evident, and encouraging, that in *Three Deep* we have the national survival of a well-tried traditional game, that in dodge ball and playground ball we have games that are rapidly becoming national, and that in volley ball and soccer we have games that are in the way of being successfully transplanted. Relay races, though not quite worthy to rank as a game, are evidently a reliable resource for the playground leader."

**Recreation
Provided through
the Boy Scout
Activities**

Seeking to solve the problem of providing adequate recreation for boys in rural and suburban districts, said Isaac C. Sutton, of Philadelphia, several counties near Philadelphia, after the schools and churches had failed to meet the need, had found a solution in the boy scout movement. The only expense of the work has been for general supervision which has been approximately \$3.00 per boy. It is hoped to double the number of boys, thus cutting the cost per boy in half. Mr. Sutton said that since the problem was always how to support such a movement it seemed that the ideal would be for every school to employ a regular director of recreation until the utopian day when every teacher shall be trained as a director of recreation and every town and hamlet shall provide adequate recreation for all its pupils.

**If Dreams
Come
True**

That dreams do come true and the utopian vision is often the precursor of realization was the theme of the Mayor of Richmond, Honorable George Ainslie, who said, "People often say, 'These playground folk are idealists; they are dreamers!' Well, I want to say to you that I believe you are. I never hear one of these intensely practical people make that remark that there does not pass before my vision the figure of Watts, a dreamer who watched the lid of the teakettle rise and fall; of Fulton and of Stevenson, who had their dreams and added them to that of Watts, and gave to these practical people the steamboat and the railroad; the figures of Morse and Bell, whose dreams,—and they were all regarded somewhere between the condition of harmless imbecility and dangerous lunacy,—gave us the telephone and telegraph. And I wonder where these practical people would be, what they would do, what they would have, if there could be subtracted from their lives the contributions

THE HOLIDAY AS A BUILDER OF CITIZENSHIP

these dreamers have made. I hope you are dreamers, and I sincerely indulge the hope that so long as your dreams shall have for their end the making of better, bigger, stronger, sounder and saner men and women, the elevation of our standards, and the improvement of our civilization, each and every one of your dreams may come true."

THE HOLIDAY AS A BUILDER OF CITIZENSHIP

EXTRACTS FROM AN ARTICLE BY E. B. MERO

Secretary, Public Recreation League, Boston, Mass.

Though many cities are working along safe and sane lines for the celebration of the Fourth of July, not so many cities have arranged for adequate celebration of Columbus Day. Only very slowly has the idea spread that Columbus Day is really the one great holiday of all Americans.

Boston has tried the plan of bringing together native Americans, Germans, Irish, Poles, Armenians, Greeks, Chinese, and other peoples in general emulation to see which can make the best turn-out. Mayor John F. Fitzgerald, of Boston, appointed a director of celebrations to take charge of all holidays with a Citizens' Public Celebration Association and committees for each holiday. The new appointee, John F. Davey, has scored a marked success in the Fourth of July celebration.

In the pageant parade of Columbus Day, 1912, some twenty-six nationalities were represented, whose numerical strength was estimated as nearly thirty thousand. The prize for the finest feature was won by the Chinese. The applause that greeted them as they passed was evidence of the immediate value of the celebration in removing race prejudice. For one day at least the Chinese proved themselves the peer of any other kind of resident. Three hundred patriots of this race were garbed in festival costumes, many of which had been borrowed from New York City, Chicago and elsewhere. Four floats conveyed Chinese musicians, a teahouse, and a group of women and children. That the latter were permitted to take part in the festivities was evidence of the new spirit that actuates the denizens of Chinatown.

CREDO

The plan for 1912 was repeated in Boston on October 13th, 1913. Ideas and schemes had been thrashed out at meetings of a Columbus Day Committee, a supervisor of parade features had conducted correspondence with various organizations, kept in touch with the leading people of the different nationalities, suggested designs for costumes and equipment, and in general had the recognized functions of the pageant master. The new feature this year was a recreation division to show the recreational activities of the city. One of the larger gymnasiums had marching calisthenics by a class of one hundred men. Another had a float with a basket ball game in progress. The idea back of the parade is not only to give the holiday meaning but to reveal the city to itself.

Columbus Day comes in parade weather. Fourth of July is too hot for parading in most cities. Fourth of July is distinctly a children's day with abundant open air activities in parks and playgrounds. Columbus Day, however, is a grown-ups' day and a parade is its big feature.

CREDO

FRANCIS R. NORTH

Field Secretary, Playground and Recreation Association of America,
Boston, Massachusetts

In Self- Development

I believe in a system of education which allows no normal mode of self-expression, no natural proclivity, no talent of an individual boy or girl to go undeveloped for lack of opportunity,—a system which includes the home, the church, the school, the playground, the fields, the woods, the shore. I regard work and play, the duties and pleasures of the home, the arts and sciences of the school, the religious training of the church, as simply different media and modes for self-development with no well-defined separation among them.

In Abundant Life for All

I believe in an abundant life for adults, for young people and for children,—in which there is opportunity to develop or express

CREDO

individually or in company with others any aspiration of the human soul, any wholesome activity of mind or body.

**In Helping
to Provide
Life for All**

I believe in using all my powers to aid civilization to produce a condition in municipalities in town or country, which shall make these things possible in order that men, women and children may have life and that they may have it more abundantly.

This is why I believe in playgrounds and parks, in schools with opportunity for manual training and domestic science, music and other arts, as well as the humanities and the important fundamental studies of the traditional curriculum. It is why I believe in the extended use of school buildings, field-houses, and other public buildings as the club-houses of the people, with opportunity for every activity in which young people and adults take delight. It is why I believe in high standards in the commercial recreations, and in the conduct of municipal celebrations. It is why I believe in improved housing and in shorter hours of labor with reasonable compensation.

**In Considering
the Individual**

Because education centers on the individual and lives are lived by individuals, I believe in the careful planning and organization of activities to meet individual needs. That is why I believe in every effort being made to urge parents to provide a better type of home-life. It is why I believe in trained teachers in the schools, priests and preachers and volunteer leaders of high ability in the churches, trained directors and assistants in social centers and on the playgrounds. And for the same reason that I believe in high efficiency in the office of the school superintendent, in the pulpit, or in the editor's chair, I believe in high ability in a municipal officer,—a recreation secretary,—whose business it is to provide proper facilities and proper organization for the leisure time of citizens of all ages.

SOME GUIDING PRINCIPLES IN PHYSICAL EDUCATION*

THOMAS D. WOOD, M.D.

Professor of Physical Education, Teachers College, Columbia University,
New York City

While health is an essential condition, value and by-product in wholesome living and in a rational education, it still may be, and apparently often is, too direct a goal and too absorbing or exclusive a motive for teacher or pupil, for leader or follower in a process of physical education.

The purpose of physical education is, in the large, identical with the rational purpose of general education; aimed at the same ultimate goal as the other departments of education. The purpose of physical education is differentiated from other phases in relation to the selected materials and instruments for attaining the general object of education, which is preparation for life, and which is much better defined even for physical education in terms of mind than of body, in as much as for human purposes and for the highest realization of human effort the body is best considered as the instrument of the mind, the organ of expression for the soul and personality of the human being and not as an object of development or culture for its own sake.

The motives and interests in the mind of the performer are in a way more important than the act performed, though the action is necessary to the completion of the circuit of which the motive is the introduction. The performance or repetition of movement or act which lacks a sufficient or logical motive is often less effective in some important regards than complete inaction.

Physical education is to be accomplished then through the self expression of the individual and this is to be determined through the initiative of the young person as far as possible.

The business of physical education is to help develop a socially efficient person; a useful citizen; a good potential ancestor; and to inculcate habits of wholesome, enjoyable psychomotor recreation in order that the biologic basis and quality may be well preserved throughout the life of the individual.

* Extracts from President's address at the Physical Education Society of N. Y., 1913

ATHLETIC STANDARDS FOR BOYS*

WILLIAM BURDICK, M.D.

Director, Public Athletic League, Baltimore, Maryland

The aim of the badge test of the Playground and Recreation Association of America is to secure greater efficiency in the lives of growing boys. Not the accomplishment of stereotyped motor acts is desired but an efficient life as expressed in character. There is a marked tendency for extremes in all action. The fundamental tissues of the body naturally over-act, for example, the heart muscle normally beats one hundred and forty times a minute unless checked by the controlling nerves. So, too, boys are naturally vigorous and waste themselves in random, useless activity. Indeed, the progress of the race itself as well as that of the individual depends upon inhibition. The Greeks called self-control "healthy-mindedness." They considered it equal to temperance and courage. True character is based on *such* self-control as considers temperance as an individual virtue denoting one's relation to pleasure and as conceives courage as a social virtue expressing one's relation to pain and danger. A comprehensive test will include both the selfish and altruistic motives.

The Value of Victory

The present tests are praiseworthy because it is possible for the average boy to win the awards. There is a real value in victory that is lost in the usual track and field athletics and in most of the games of youth as now administered. Victory teaches a boy the feeling of power which is so essential for continuous interest and growth. The arrangement of three progressively harder tests acts as a continued incentive to better muscular growth and co-ordination, especially if the boy is winning a new badge each year. All of us must occasionally succeed or we shall give up trying. When most of the people are in distress, everyone turns to and helps and is brave. Discouragement haunts the individual who sees no chance of success. Even in adult life suicides usually happen on pleasant days when most people are happy, not during times of war and distress. Hence a skillful

* Extracts from address given at the Seventh Annual Meeting of the Playground and Recreation Association of America, Richmond, Virginia, May 8, 1913

ATHLETIC STANDARDS FOR BOYS

teacher recognizes it as a part of modern positive pedagogy to arrange studies so that the pupil is conquering an opposing task, daily making real advances. Therefore in athletics one ought to classify teams and games so that victory shall be a real stimulus to growth in efficiency.

Efficiency Methods in Athletics

The present tests correspond to the methods of scientific management. They are based on modern principles and test efficiency.

At last there is a standardization of effort since each boy has a measure with which he may gauge his ability. He learns his limitations and through practice overcomes these or is eliminated to a class in which he may do successful work. It is so much better to learn one's powers before ambition is disappointed. Wrecks of life in the thirties can be avoided if the ship can learn its best sail-area in the 'teens. If the scheme is properly administered records will be kept not only of each runner but also of the class and school, district and city, as is being done with regard to posture in Brooklyn's schools. The output of life is increased, for as he becomes proficient in one event he will try another and another. This will lead to the highly desired all-around activity. Effort will not be wasted, for a definite goal is ever before him. He must complete each event to win the coveted button consequently he will focus upon the selected events. The extreme effort existent in so many sports, as marathon running, are avoided here where the distances are well-chosen. It is a wise provision that rewards are given at once and are not postponed, as is the case in profit sharing. The average man and average boy want to receive their profits *now*. Frequent rewards for power acquired, which is shown when he passes each new test, will help him to continue training and furnish new interests. This principle should lead us to new events and a continuation of similar principles in competitive games. Best of all, as scientific management has shown there need be no antagonism between labor and capital for both are after the same result, so, here, there will come a closer co-operation between leaders and boys. Each will help the other and our influence in the boy world will extend farther and farther as do the waves when a stone is dropped in a lake.

ATHLETIC STANDARDS FOR BOYS

Tests Well-Adapted to Boys

The badges are given and conditions adapted to the boy's nature. The events selected are particularly good for pre-adolescent boys since they include vigorous running, which will result in organic growth; they demand speed, which means quick reaction to stimuli; they postpone endurance tests until after the days of high school athletics and they correspond to growth in that high jumping comes at a time when the thigh has gotten its increased length. They are valuable, since they give the bashful boy, who now will never try, a chance to strive, though he may never win a race. It will, however, give him confidence for other types of work in which he can excel. The badges themselves are beautiful, artistic and relatively inexpensive. They have moral value in that they teach that rewards *do* come from obedience to law. Boys must learn this for it is almost too late in adolescence. They have a peculiar importance in that the loser has no one to blame but his own self. As golf tests a man's morals in that he cannot excuse his fault as in tennis, so, in the badge test, success depends only upon the boy.

Dangers

There are some dangers in the present scheme just as in scientific management. The latter has been criticised as "aggregation; specialization; standardization; reduction to a type; in danger of becoming automatic, dull, and not creative; inflexibility." Our tests must have new events in coming years and be supplemented by more difficult ones or they will be similarly criticised. Past experience with fixed events has not been successful, as witness the Y. M. C. A. pentathlon or the few competitors in the A. A. U. all-around competition. As it is, some cities, after five years' training, have found the times for 100 and 220 dashes are too slow. Experience in some cities seems to show that the cost of the button is too high for the average boy who plays in our public parks. I believe older boys should buy their own but I doubt if it is fair to expect the little fellows to do so. It is difficult to get the advertisement and co-operation needed from the school teachers, for this kind of victory has no relation to the school's standing as does the glory that comes from a successful basket-ball team. It is a bad principle not to give the boy some percent credit for a small jump. The rural school plan of athletics surpasses the badge test in this

HOME GARDENING DIRECTED BY THE SCHOOL

respect, for there every inch counts. It is also unfortunate that the emphasis seems to be placed upon the prize and we keep up the mistake of past athletics in the sports of older boys. Baltimore has proven that boys want sports, not prizes, in that in 1912 it ran sixty-five meets with no prizes other than newspaper publicity. Finally, the greatest objection is that the emphasis is wholly too individualistic in its aims and results. I realize we are dealing with boys, mostly savage, yet we fail if we do not use our tests as stepping stones to team play in adolescence. It is the old question of the demands of the self and the demands of our neighbor. "There is then no self-realization for any individual who is only a bare individual. He can advance toward personality only by being an organic member of the whole." Selfishness or altruism—"we cannot tell which term to apply until we know *what end is sought*." Let's keep the end clear!

The Modern Spirit in Athletics

The badge tests do stand for the new athletics. Old athletics were typified in St. James' version of St. Paul's injunction, "So run that you may obtain" for boys and men competed for the prize. There is all the difference in the world in our emphasis upon the getting of measured results as stated in the revised version, "So run that ye may attain."

HOME GARDENING DIRECTED BY THE SCHOOL

A PLAN FOR THE BETTER ECONOMIC AND EDUCATIVE USE OF THE TIME OF CHILDREN IN CITIES, TOWNS, AND MANUFACTURING VILLAGES.

PHILANDER P. CLAXTON

United States Commissioner of Education, Washington, D. C.

In all of the manufacturing villages, suburban communities, smaller towns, and outskirts of the larger towns and cities there is much valuable land in back yards, vacant lots, and elsewhere which might be used for home gardens. In every school in a community of this kind there should be at least one teacher who knows gardening both theoretically and practically. This teacher, who should, of course, be employed twelve months in

HOME GARDENING DIRECTED BY THE SCHOOL

the year, should teach the elementary sciences in the schools during school hours and should, out of school hours, direct the home gardening of the children between the ages of seven and fifteen. If possible the teacher should have the assistance of an expert gardener, so that the work may be done in the most practical and profitable way. The teacher and the gardener should help the children find the plots of ground near their homes best suited for garden work, aid them by some co-operative method to have the lots properly plowed and prepared for cultivation, help them select seeds, and show them how to plant, cultivate, and harvest, so as to obtain the best results. The teacher should spend the afternoons and Saturdays of winter, spring, and fall, when school is in session, and all of the vacation days of summer, visiting the children in their homes, directing their work, and giving to each child such help as he most needs. Once a week or oftener, during the vacation months, the teacher should assemble the children in groups for discussions of their work and of the principles and methods involved.

Vegetables, berries, and fruits grown should be used first as food for the children and their families; then the surplus should be marketed to the best advantage. Through the help of the teacher this can be done in a co-operative way. Ten or fifteen cents worth of vegetables each day from the gardens of each of 200 children would amount to \$20 or \$30. In the summer and fall, when the surplus is large and cannot be marketed to advantage, the teacher should direct and help the children in canning and preserving for winter use or for sale. The canning and tomato clubs of the Southern States have already shown what can be done in this way.

It is difficult to estimate the results of this plan when it shall be in full operation throughout the country. For the children it will mean health, strength, joy in work, habits of industry, an understanding of the value of money, as measured in terms of labor, and such knowledge of the phenomena and forces of nature as must be had for an understanding of most of their school lessons. They will also learn something at least of the fundamental principle of morality; that each individual must make his or her own living; must, by some kind of labor of head, hand, or heart, contribute to the common wealth as much

FROM THE YEAR BOOK LETTERS

as he takes from it; must pay for what he gets in some kind of coin.

Compared with the results, the cost will be inconsiderable. No addition to the number of teachers will be required. It will only be necessary to require different preparation for one teacher in each school. Fifty thousand such teachers will be sufficient for all the city, town, and manufacturing village schools in the United States. To add \$500 to the salary of one teacher in each school, in order to retain his services throughout the entire twelve months, would require an additional expenditure of \$25,000,000, only one-twelfth of the present total cost of these schools and less than one-eighth of the total value of what may easily be produced by the healthful, joyous, educative labor of children who now spend much more than half of their waking hours in idleness hurtful to them physically, mentally, and morally.

The U. S. Department of Agriculture is organizing material to help in promoting school gardens. A number of free publications are available, among them *The School Garden* (Farmers' Bulletin 218), *School Exercises on Plant Production* (Farmers' Bulletin 408), *Testing Farm Seeds in the Home and in the Rural School* (Farmers' Bulletin 428). Lecture outlines and lantern slides may be secured from the department for a few days at a time and seeds are provided.

FROM THE YEAR BOOK LETTERS

The reports which come in with the year book blanks tell so vividly the story of interest and enthusiasm for recreation work that it seems it would be an inspiration to the whole country if many of these letters could be published. That is not possible, however, but perhaps some idea of the beginnings often made at great sacrifice in many communities may be gained from the following extracts.

B. M. Little, Superintendent of Schools, Lexington, Mo., writes:

"About nine months ago a movement was set on foot to acquire for public playgrounds a large tract of unused land in

FROM THE YEAR BOOK LETTERS

the heart of the city,—land so situated that it was the dumping ground for all the rubbish that could not be burned, and whose chief function and swampy condition are suggested by its common name—'Goose Hollow.'

"An organization was effected with the title of the Lexington Park Board, and funds were solicited for the purchase and conversion of this tract. A liberal response was the result, the land was acquired, large drainage tiles have been laid, the rubbish has been cleared and six days of volunteer work have been done with shovels, plows and scrapers. This work was done in groups of two days each, meals were prepared and served on the grounds, by domestic science classes of the high school and by volunteer cooks. A general picnic was the result of these working days and a great amount of grading and leveling has been done, although more will have to be done when spring comes.

"When the playground is finished and equipped, the trustees will deed it to the Board of Education and it will be administered as a part of the city school system. A law was passed by the last legislature authorizing school boards to spend public money for playground supervision, and allowing the same color distinctions as apply in the schools of Missouri.

"Perhaps the best effect of this movement so far has been the very healthy 'get together' spirit it has engendered in the city. It may be a year before it is regularly running as a public playground, but matters have gone so far already that success is assured."

A letter from S. C. Cornell, Sheriff, Merced, California, reads:

"We have four blocks surrounding the Court House and Jail, which I have charge of. I set aside one of these blocks for playgrounds for children and raised \$745.33 with which I bought playground apparatus; the work of leveling the ground and setting up the apparatus was done by the prisoners of the County Jail, and they do all other work that is necessary to keep the grounds in good shape. So there is no expense for labor and so far I have had no one to supervise, except what time I put in myself. Have had a hard time to get any help but I think it will be easier from now on, as the people are beginning to see that playgrounds are a good thing."

FROM THE YEAR BOOK LETTERS

Mr. Lyman G. Cosand, of Barclay, Kansas, in sending in the year book returns for his community, writes as follows:

"This will seem like a strange report to you. I will give you a little account of it as you may not know of any like it. I have consecrated my life to the development of rural life. I picked out a weak country church upon which to begin my experiments, as pastor of a church. One of the rather new things I did was to get a playground built. This is on church grounds between the parsonage and the church. I got the Young People's Society of Christian Endeavor to build this for the use of a Junior Christian Endeavor on Saturday afternoons. After it was completed we decided it would be a good thing to have it open for the entire community one night a month, at which time refreshments were served by some organization of the church or community. The expense of building was small, because part of the material and almost all of the work was donated. I did part of it myself. We consider it has been a success. Barclay is a village of eighty people and a community of ninety families about four miles square."

Frederic M. Hollister, Pastor of the First Congregational Church, North Stonington, Connecticut, writes:

"Our community is a small rural community—older children work at home mostly. Children come not only from the village but from two miles or so outside. There is no permanent organization. Each spring the pastor calls together those who are interested, giving a public notice in churches. Thus far the pastor of the Congregational Church and wife have had general oversight of the work and for the past two years two young ladies—public school teachers, kindergarten and grade—have been employed at a merely nominal sum to have direct charge of the children. For two years we had a young lady who gave her services during July and August for her board and room and railroad fare.

"The apparatus is home-made, swings, see-saws, sliding board, trapeze, ropes; a small house built for about \$25 provides a store-room.

"The grounds are in an apple orchard back of the Congregational Parsonage and have been found ample for all needs.

FROM THE YEAR BOOK LETTERS

"All children of the community are welcome and largely avail themselves of the privileges of the grounds. Thus far since the first of the year, when the actual expense was less than \$5, the proceeds of a week of 'Tea Garden' on the lawn of the church have provided for all expenses and left a small surplus for the beginning of the next year.

"The Tea Garden serves another valuable community purpose in that it secures the co-operation of most of the ladies in the little village and promotes a good feeling between all classes of people and unites them in a common work.

"An exhibition of the work of the Children's Playground at the Grange Fair of the town attracted a great deal of attention and received high praise.

"At first not many were interested but rather questioned the enterprise,—thought it unnecessary and even foolish. A few parents have discouraged the attendance of their children, but most of the people now have come to look with favor upon it and to count it of real value to the town.

"It is hoped some day that conveyances may be had to carry those who live at too great a distance to permit the children to come to and from the grounds at least once or twice each week.

"Next year we shall have a weekly field day for the boys of the town with various sports and contests that will interest the older boys who have to work on the farms during the summer."

The Daily Vacation Bible School Association in 1913 reports 50,552 children enrolled in the Vacation Bible Schools of 34 cities of the United States and Canada, estimating that the summer's work was the equivalent of 215 mission Sunday-schools conducted for a year. This association in its mission of bringing together idle children, idle college students and idle churches, provided hand-work, music, free play and non-sectarian Bible instruction for six weeks during the summer at a cost of ninety cents per child.

THE PAGEANT OF SAINT LOUIS

All the world that is interested in pageantry—and that includes a very large part of the world in these days—has its eyes turned toward St. Louis, Missouri, this month, for in the latter part of the month will be presented the Masque and Pageant of St. Louis, in celebration of the city's one-hundred-and-fiftieth anniversary. Miss Charlotte Rumbold, Recreation Secretary of St. Louis, first suggested the pageant with so enthusiastic a response that it is said more than 7,500 citizens will take part. Special envoys from other cities will impersonate symbolic cities in the culminating spectacle and will also unite in a conference upon community art. Percy MacKaye is the author of the symbolic masque, Thomas Wood Stevens of the historical pageant.

THE NEW PROCTOR RECREATION CENTER

The Proctor Recreation Center in Peoria, Illinois, built from the Proctor Endowment fund was opened in January. The building is equipped with gymnasiums, shower baths, club rooms with kitchen facilities for serving refreshments, billiard tables, bowling alleys. During the first ten days the attendance averaged 2,000 a day. The assembly hall with its splendid dancing floor was engaged for five large dances almost as soon as it was open. It is becoming more and more a community center.

BOOK REVIEWS

PLAY AND RECREATION FOR THE OPEN COUNTRY

By HENRY S. CURTIS, Ph.D. Published by Ginn and Company, 29 Beacon Street, Boston, Massachusetts. Price, \$1.25

For some time there has been need for just such a book as Dr. Curtis has given us. Men and women in rural districts who have been desiring practical suggestions as to what they can do to make life in the country more attractive for all, will here find their questions answered. Out of the wealth of his own experience, with city as well as country recreation problems, with his rare insight, Dr. Curtis points out how the country boy and girl can be given the play experiences that are essential to a normal childhood.

Games are described for the home and school; attention is directed to fairs, exhibits and play festivals; social-center clubs—just for fun or for education, with programs for many meetings.

BOOK REVIEWS

What the church may do—or in many cases has done; the boy scout activities as a salvation to country boys, these and possibilities or duties confronting other organizations in providing organized recreation are discussed. The needs of the country girl and the farm women are perhaps more appealingly stated than in any previous literature on rural recreation.

In writing this book Dr. Curtis has made a very distinct contribution to the recreation movement.

YOUTH AND THE RACE

A STUDY IN THE PSYCHOLOGY OF ADOLESCENCE

By EDGAR JAMES SWIFT, Professor of Psychology and Education in Washington University, St. Louis. Published by Charles Scribner's Sons, New York, 1912. Price, \$1.50

The most illuminating part of the book to recreation readers will be the first chapter, wherein case after case, taken from newspapers, reports juvenile delinquency due to the spirit of adventure repressed or gone wrong. A stronger plea could scarcely be made for the place of recreation in satisfying the craving of youth for romance and excitement—the primitive instinct, if you will. Mr. Swift uses these cases, together with incidents in which schools have failed to hold the children in school or to “discipline” them, as arguments for more self-government, more expression instead of repression in the public schools—and perhaps there is a message for playground workers here, too.

CHILDREN'S PLAY AND ITS PLACE IN EDUCATION, WITH AN APPENDIX ON THE MONTESSORI METHOD

By WALTER WOOD. Published by Duffield and Company, New York. Price, \$1.25 net

Mr. Wood has in this book, produced after some months spent in visiting American playgrounds, stated many of the fundamental principles of the playground movement. The important theories of play are succinctly stated; the place of play in the history of education, is discussed down to what has been done in America up to the present time in making play a part of education. Written from the standpoint of an English student of American play affairs, the book naturally sees some things about American play which our own writers are too close to see. As a brief summary of the ideals and attainments of the movement the book will be found very satisfactory.

A similar book by the same author deals less with the theory of play than with the actual operation of playgrounds in America. This book, *The Playground Movement in America and Its Relation to Public Education*, published for official use of the Board of Education by Eyre and Spottiswoode, East Harding Street, E. C. London, England, 1913 (Price, Fourpence), is the report of Mr. Wood to the Board of Education and includes a description of the work in Gary, New York City, Boston, Baltimore, Pittsburgh and Chicago, and a discussion of the relation of the movement to public education as to leaders and equipment; and a summary of the results already attained in America.

BOOK REVIEWS

SIXTY MUSICAL GAMES AND RECREATIONS

By LAURA ROUNTREE SMITH. Published by Oliver Ditson Company, Boston, Mass.
Price, seventy-five cents

The musical games utilize the play spirit as a device to aid in teaching the fundamentals of music—the meaning of sharp, flat, natural, musical terms.

The second part of the book gives recital programs which will be valuable not only to music teachers and leaders of music clubs, but also to others who find themselves searching for material for simple, child-like recitals or programs of aesthetic and educational standard. Musical numbers, both vocal and instrumental, poems, recitations and dialogues are suggested, giving a delightful opportunity for the correlation of several clubs in a program.

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(Signed) H. S. BRAUCHER, Editor

Sworn to and subscribed before me this 19th day of March, 1914

(Signed) OLGA MCKENZIE,
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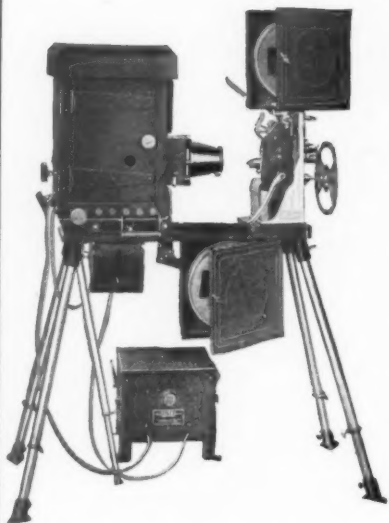
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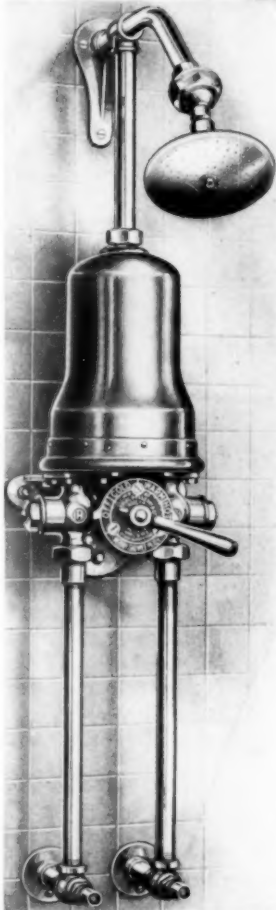
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SAM A. LEWISOHN	New York City
MRS. LOUIS C. MADEIRA	Philadelphia, Pa.
HAROLD F. MCCORMICK	Chicago, Ill.
OTTO T. MALLERY	Philadelphia, Pa.
JESSE H. METCALF	Providence, R. I.
JOSEPH E. RAYCROFT	Princeton, N. J.
ELIHU ROOT, JR.	New York City
MYRON T. SCUDDER	New York City
EVELYN SEARS	Boston, Mass.
MRS. HARPER SIBLEY	Rochester, N. Y.
ROBERT H. STRONG	Portland, Ore.
HAROLD H. SWIFT	Chicago, Ill.
JOHN WANAMAKER	Philadelphia, Pa.
EDWARD J. WARD	Madison, Wis.
EDITH WATT	Montreal, Canada
HARRIS WHITTEMORE	Naugatuck, Conn.
MRS. GUILFORD WOOD	Denver, Colo.

THE MODERN RECREATION CENTER

The recreation centers of today are more than playgrounds; they are in fact municipal settlements. Playgrounds and parks with modern field houses situated in the heart of great foreign colonies should meet many of the needs met by other social settlements. Playground workers, therefore, need wider training than is given by the best schools of physical education or college courses in gymnastics.

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